

Clinical Supervision to Improve Library Productivity

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ABSTRACT

Background	How does clinical supervision improve library productivity at STIBA Ar-Raayah through structured, systematic, and continuous supervisory stages and evaluation processes
Purpose	To analyze the implementation of clinical supervision in improving STIBA Ar-Raayah Library productivity through systematic observation, evaluation, and follow-up.
Research Methodology	This qualitative descriptive case study was conducted at STIBA Ar-Raayah Library using interviews, observations, documentation, and interactive data analysis involving data reduction, data display, and conclusion drawing.
Result	The findings reveal that clinical supervision at STIBA Ar-Raayah Library is implemented through four systematic stages: the initial meeting, observation, follow-up meeting, and implementation of recommendations. Each stage involves institutional leaders, the Head of the Library Unit, and external supervisors from Saudi Arabia. The supervision process generates key recommendations, including expanding Shafi'i jurisprudence collections, strengthening Arabic literature and <i>adab</i> references, and aligning library collections with academic program requirements. These recommendations are implemented gradually and systematically, resulting in improved service quality, more balanced collections, and enhanced library productivity. Overall, clinical supervision effectively strengthens sustainable and measurable library management.
Conclusion	Clinical supervision effectively enhances library productivity through systematic evaluation, improved collections, and continuous structured follow-up for sustainable library management quality.
Keywords	Clinical Supervision; Library Productivity; Qualitative Study; Library Management



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INTRODUCTION

Academic libraries have undergone a significant transformation from traditional print collections to digital libraries, enabling global access to e-books, e-journals, and other electronic resources (Hallnäs, 2024). The concept of smart libraries has also gained increasing attention by utilizing advanced technologies such as artificial intelligence (AI), the Internet of Things (IoT), and digital library management systems to enhance library services and user experiences (Baryshev, 2021; Kailash Varma et al., 2025; Ardyawin et al., 2025). User-centered approaches have become a primary focus, including inclusive library design that incorporates virtual reality systems and assistive technologies for students with disabilities (Ariya et al., 2025). Libraries also encourage student engagement through digital literacy programs and cybersecurity awareness initiatives, enabling students to manage digital information responsibly (Baharuddin et al., 2025). By providing collaborative learning spaces and access to diverse information resources, academic libraries support teaching and research while serving as strategic centers for the development of academic competencies (Shahnaz & Balasubramanian, 2021).

Furthermore, academic libraries have increasingly been integrated into higher education curricula through Outcome-Based Education (OBE), making library utilization a credit-bearing activity to ensure students develop competencies in accessing and utilizing information resources effectively (Josephine & Joseph, 2023). However, digital transformation also presents several challenges, including the need for continuous professional development, robust digital infrastructure, and strategies to ensure equitable digital access (Sarwar, 2025; Ocholla & Ocholla, 2020). The implementation of AI-based automated systems, such as chatbots, has been adopted to improve operational efficiency and user experience (Saputro & Imaduddin, 2025). Future academic libraries are therefore expected to integrate innovative technologies with user-centered approaches while maintaining their relevance in supporting learning, research, and digital literacy development in the rapidly evolving information era.

The STIBA Ar-Raayah Sukabumi Library is located within the STIBA Ar-Raayah campus in Kampung Cimenteng, Sukamulya Village, Cikembar District, Sukabumi Regency, West Java, Indonesia. The library occupies the ground floor of the academic building with an area of more than 40 square meters, providing a comfortable environment for students to read and search for academic references. The library is managed by the Library Service Unit (UPT Perpustakaan) under the Qism Ta'lim division through the coordination of the Head of the Library Unit and supporting staff responsible for collection management, library services, and administrative functions in a structured manner. Library productivity is measured by the size of its collections and the number of student visits as library users. Most of the library collections originate from book endowments donated by Saudi scholars, complemented by acquisitions tailored to the needs of each academic program, namely Islamic Communication and Broadcasting (KPI), Arabic Language Education (PBA), Islamic Education Management (MPI), and Islamic Education (PAI). Each academic program is provided with specialized reference materials relevant to its curriculum, ensuring that the completeness and quality of the collections contribute to improving academic services and supporting the institutional vision of producing knowledgeable, qualified, productive, and competent graduates.

Library performance supervision is an essential component of ensuring the effectiveness of library management because it functions as a mechanism for monitoring work implementation, evaluating performance outcomes, and improving the quality of services provided to library users. Consistent supervision enables library leaders to identify the strengths and weaknesses of staff performance, allowing appropriate coaching, training, and follow-up actions to enhance employee professionalism (McNeil, 2017). Moreover, leadership that implements effective supervision has been shown to improve library service quality through strengthened coordination, monitoring, and staff accountability (Gusvita & Alon, 2021). Supervision also contributes to

improving work discipline, motivation, and employee productivity in delivering library services (Ginting & Sihombing, 2021). In modern library management practices, supervision constitutes an integral management function that supports communication, decision-making, and continuous human resource development (Shaw & Keeler, 2018). Furthermore, recent survey findings indicate that supervisors' competencies play a crucial role in enhancing the effectiveness of library program management and service delivery (Weeks et al., 2017).

Library performance supervision is also a strategic factor in improving management effectiveness, service quality, and user satisfaction. Through well-planned supervision, library leaders are able to monitor work implementation, evaluate staff performance, and provide continuous professional guidance for librarians and supporting personnel. Research has demonstrated that the quality of supervision contributes significantly to improving user satisfaction by promoting more professional and responsive library services (Mbagwu, 2022). In addition, effective supervision supports the development of library staff competencies through systematic mentoring, evaluation, and capacity-building practices (Khan, 2022). Within the field of library and information science, supervisory practices also play a vital role in strengthening research quality, collaboration, and sustainable professional development (Ukwoma & Ngulube, 2020). A systematic review by Khan and Qayyum (2019) emphasizes that effective supervision should encompass communication, constructive feedback, and continuous evaluation. Similarly, the literature review conducted by Yusiana et al. (2024) concludes that the quality of supervision is positively associated with improved employee performance, making supervision an essential managerial instrument for developing effective, productive, and quality-oriented academic libraries.

Previous studies have primarily examined library supervision from the perspectives of leadership, management, and service performance, with limited attention to the application of clinical supervision as a systematic approach to improving library productivity in higher education. Furthermore, few studies have comprehensively explored the stages of clinical supervision, including pre-observation meetings, observation, follow-up meetings, and implementation of supervisory recommendations within academic library management. The novelty of this study lies in the development of a clinical supervision model designed to enhance the productivity of an Islamic higher education library. This study comprehensively explains four stages of clinical supervision: the initial meeting, observation, follow-up meeting, and implementation of supervision outcomes. It also highlights the involvement of external supervisors from Saudi Arabia in evaluating library collections and providing recommendations aligned with curriculum requirements and the academic needs of each study program.

This study aims to analyze the implementation of clinical supervision in improving the productivity of the STIBA Ar-Raayah Library by examining the supervision stages, evaluation process, follow-up actions, and their contribution to improving library collections and service quality. This study contributes theoretically by extending the application of clinical supervision to academic library management. Practically, it offers a systematic supervision model for improving library collections, service quality, and organizational productivity. The findings also provide a reference for higher education leaders in developing evidence-based policies that support continuous improvement and sustainable library management. The implementation of clinical supervision can improve library productivity, strengthen collection development and service quality, and enhance the library's contribution to learning, research, and institutional quality improvement.

RESEARCH METHODOLOGY

This research was conducted at the STIBA Ar-Raayah Library, located in Kampung Cimenteng, Sukamulya Village, Cikembar District, Sukabumi Regency, West Java, Indonesia. The study employed a qualitative descriptive design with a case study approach. This approach was chosen to obtain an in-depth understanding of clinical supervision practices in improving library productivity. The focus of the research is the

supervision process carried out by the Head of the Library Unit, institutional leaders, and external supervisors from Saudi Arabia. The study emphasizes real conditions, processes, and outcomes of clinical supervision stages, including initial meetings, observations, follow-up meetings, and implementation of recommendations.

Table 1. Data Collection Techniques

Technique	Description	Data Collected
Interview	Conducted with the Head of the Library Unit, library staff, and institutional leaders to explore supervisors, library management practices, supervision practices and library management and challenges in improving productivity processes.	Information on supervision stages, roles of library staff, and institutional leaders to explore supervisors, library management practices, supervision practices and library management and challenges in improving productivity processes.
Observation	Direct observation of clinical supervision activities, library services, and collection management during supervision stages.	Real-time supervision activities, service activities, library services, and collection quality, user interaction, collection arrangement, and implementation of supervision procedures.
Documentation	Collection of supporting documents such as supervision reports, library records, collection data, and institutional policies.	Supervision reports, library collection data, supervision reports, library records, collection visit records, institutional policies, and evaluation documents related to library performance.

Data analysis in this study used an interactive qualitative model consisting of data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying information obtained from interviews, observations, and documentation related to clinical supervision in the library. Irrelevant data were eliminated, while important data were categorized based on supervision stages, namely initial meetings, observations, follow-up meetings, and implementation of results. Data display was done by organizing the information in narrative descriptions and thematic patterns to facilitate interpretation of supervision practices. Furthermore, conclusions were drawn by interpreting patterns of supervision implementation and their impact on library productivity.

The validity of the data in this research was ensured through triangulation of sources, methods, and time. Source triangulation was conducted by comparing information obtained from the Head of the Library Unit, library staff, institutional leaders, and external supervisors from Saudi Arabia to ensure data consistency. Method triangulation was applied by cross-checking results from interviews, observations, and documentation to confirm the accuracy of findings regarding clinical supervision practices. Time triangulation was carried out by collecting data at different times, especially during supervision stages such as initial meetings, observation periods, and follow-up meetings. In addition, prolonged engagement in the research field allowed the researcher to better understand the supervision process and reduce bias. Member checking was also used by confirming interview results with informants to ensure data accuracy.

RESULT AND DISCUSSION

Clinical Supervision Stages

1. Initial meeting stage

The initial or preliminary meeting stage in the supervision of library productivity improvement at STIBA Ar-Raayah is the responsibility of the Head of the Library Unit together with the Rector (Mudir) of STIBA Ar-Raayah. Both play a role in coordinating supervision activities and ensuring that all aspects of library management are ready to be reviewed and evaluated. The involvement of institutional leaders demonstrates that improving library productivity is an important part of the campus strategic policy. The main objective of this initial supervision meeting is to determine the extent of the quality of library services in meeting the reference

needs of students across various disciplines. Through this activity, management can assess whether the available collections and services have optimally supported the learning and research process. Effective supervision involves regular reflective dialogue, case review, and collaborative learning that enhances clinical reasoning and professional confidence (Johnson, 2017). Implementation studies indicate that organizational support, structured frameworks, and clear supervisory roles are essential for sustainable practice (Coutts & Marshall, 2019).

The implementation of the initial supervision meeting is conducted once a year, involving scholars (masyaikh) from Saudi Arabia who come directly to conduct a review. In this activity, they observe the condition of the library, review book collections, and provide constructive feedback and suggestions to improve the quality and standards of the STIBA Ar-Raayah library. The supervision activities are usually carried out in the library as the main object of review, as well as in the guest house for discussion sessions or follow-up meetings. The selection of these locations supports the effectiveness of the evaluation, as supervision is conducted directly at the place where collection management and services take place. Challenges such as limited time, insufficient training, and organizational constraints can reduce supervision effectiveness and require ongoing evaluation and improvement strategies (Doody et al., 2024). Therefore, clinical supervision is considered an important element in continuous professional development that supports evidence-based practice and overall improvement of healthcare service quality (Farhat, 2016).

2. Observation Stage to Increase Library Productivity in Schools

The observation stage in efforts to improve library productivity at STIBA Ar-Raayah is carried out by the Rector (Mudir Jami'ah Ar-Raayah) together with a special committee of scholars (masyaikh) from Saudi Arabia assigned to monitor the performance of each unit within the institution, particularly the library. The involvement of institutional leadership and external supervisory teams indicates that observation is part of a structured quality control system oriented toward improving standards. The main focus of the observation is the completeness of book collections, especially Islamic jurisprudence (sharia) references, as well as the quality of services provided to students. The service aspect is an important concern, particularly regarding students' ease of access in finding the required collections and references. Thus, observation does not only assess the quantity of collections but also the effectiveness of the library service system. School library productivity is an important aspect in supporting literacy-based learning processes and improving the quality of education at both primary and secondary levels. Various studies show that effective library management requires systems of evaluation, supervision, and continuous observation of services and the use of learning resources (Islam, 2025). In this context, data-based approaches such as productivity analysis and user behavior observation become important tools to improve library service efficiency (Doyer & Bean, 2023).

The observation stage is usually conducted alongside the annual supervision agenda, when scholars from Saudi Arabia make direct visits to STIBA Ar-Raayah. During this occasion, comprehensive monitoring of the library's condition and development is carried out as part of the institution's routine evaluation. The object of observation is centered on the STIBA Ar-Raayah library, where all collections, book arrangement systems, and service mechanisms are directly reviewed. This field review allows the supervisory team to obtain a real picture of the library's condition and productivity level. The observation process is carried out by reviewing book collections across various disciplines to assess the balance and adequacy of references. For example, in the discipline of Shafi'i jurisprudence, it is considered still lacking because most of the available fiqh collections follow the Hanbali school. This condition is influenced by the background of endowed (waqf) books originating from Saudi scholars, who are predominantly Hanbali. In addition, changes in modern library space design influence students' comfort and learning productivity, especially in open spaces or learning commons (Hong et

al., 2022; Kim et al., 2021). Therefore, school libraries need to be managed adaptively by integrating evaluation, spatial innovation, and user participation to optimally and sustainably support learning productivity (Islam, 2025).

3. Follow-up Meeting Stage to Increase Library Productivity in Schools

The follow-up meeting stage in efforts to improve library productivity at STIBA Ar-Raayah involves the Head of the Library Unit along with its staff and the Rector (Mudir Jami'ah Ar-Raayah). These parties play a strategic role in following up the results of previous observations and supervision, particularly in formulating concrete steps to address identified weaknesses from the initial stage. The main agenda of the follow-up meeting focuses on discussing the points of weakness identified during the observation and initial meeting stages. One concrete strategy formulated is the inventorying of Shafi'i-oriented books that are still insufficient in the library. These book titles are then recorded and submitted to the foundation for procurement. This step demonstrates systematic planning in balancing the collection according to academic needs. The follow-up meeting stage is usually held about one week after the initial meeting and is generally scheduled once every semester or every six months. Supervision and training activities accompanied by systematic follow-up meetings can strengthen participants' skills and improve overall work effectiveness (Zinaida et al., 2025). In the context of school libraries, management processes involving planning, implementation, evaluation, and follow-up stages are able to increase students' reading interest and the quality of information services (Apriwulan et al., 2025).

The follow-up meeting is generally held at the guest house, a designated place within the STIBA Ar-Raayah environment reserved for guests from Saudi Arabia. This location is chosen as a venue for further discussions to examine evaluation results and library development plans in greater depth. The follow-up meeting is considered important because it functions as an evaluation stage for the implementation of recommendations delivered in the initial meeting. In this forum, it is discussed whether previously noted shortcomings have been addressed or not, as well as the extent of progress made. The follow-up process is conducted by reviewing previous evaluation points, inquiring about the progress of implemented improvements, and assessing their impact on improving library services and productivity. Therefore, the integration of a follow-up system and active collaboration among stakeholders is a key factor in improving the quality of educational services, particularly in the development of school libraries oriented toward sustainable improvement of student learning outcomes (Apriwulan et al., 2025).

Results of Clinical Supervision to Increase Library Productivity in Schools

Clinical supervision in efforts to improve library productivity at STIBA Ar-Raayah is carried out by the Rector (Mudir STIBA Ar-Raayah) together with scholars (masyaikh) from Saudi Arabia who are specifically assigned to review the condition of the library. The involvement of these two parties shows that clinical supervision is conducted directly by institutional leaders and external supervisors who have competence in the fields of scholarship and institutional development in education. The main results of clinical supervision indicate several important recommendations, including the addition of book collections related to the Shafi'i school of jurisprudence to balance fiqh references that were previously dominated by the Hanbali school. In addition, it is also recommended to add books on adab (ethics) and Arabic literature, as well as strengthen specialized collections for each study program at STIBA Ar-Raayah. These recommendations aim to improve the relevance of the collections to curriculum needs and students' academic development. In the context of education and school libraries, clinical supervision plays a role in identifying operational constraints, improving service performance, and enhancing student learning outcomes in a sustainable manner (Sulistyo-Basuki, 2021). This process typically includes stages of planning, observation, evaluation, and follow-up carried out continuously to ensure improvements in work quality (Iremeka & Ezenwaji, 202).

The results of clinical supervision are usually presented about one month after the initial meeting is conducted. This time frame is used to systematically formulate the findings before they are delivered to relevant

stakeholders as material for evaluation and follow-up. The presentation and discussion of clinical supervision results are generally held in the STIBA Ar-Raayah library. The choice of this location provides direct context to the object being discussed, making it easier to review the findings and recommendations that have been presented. The process of interpreting and implementing supervision results is carried out by following up all evaluation points. Each recommendation is addressed and implemented gradually, starting from the procurement of new collections to improving service quality. This systematic follow-up demonstrates the institution's commitment to continuously improving the quality and productivity of the STIBA Ar-Raayah library. Research shows that clinical supervision can improve learning effectiveness, student engagement, and teachers' performance in managing educational processes (Lomudang, 2022; Reformawati, 2020). In addition, a competency-based supervision approach also emphasizes the importance of training supervisors and supervisees so that the mentoring process runs effectively and meets professional standards (O'Neill et al., 2022; Khan, 2022). Furthermore, meta-analyses indicate that clinical supervision can have a positive impact on educational organizations and healthcare services, although outcomes may vary depending on implementation and context (Martin et al., 2021).

CONCLUSION

Clinical supervision at the STIBA Ar-Raayah library is carried out through four main stages, namely the initial meeting, observation, follow-up meeting, and follow-up of supervision results. In the initial meeting stage, institutional leaders together with scholars (*masyaikh*) from Saudi Arabia coordinate to assess the readiness of library services and determine the focus of evaluation. The observation stage is conducted directly on the library's collections, services, and management system, with an emphasis on collection balance and service effectiveness. It was found that part of the collection was still dominated by the Hanbali school of thought, so additional Shafi'i jurisprudence references were needed. The follow-up meeting stage serves as a forum for evaluation and planning improvements, including the procurement of new collections according to academic needs. Furthermore, the results of clinical supervision produce recommendations for improving collections, strengthening services, and aligning them with the curriculum. The implementation of supervision results is carried out gradually and systematically, thereby improving the quality of library services. Overall, clinical supervision has proven to be an effective mechanism in increasing library productivity through continuous evaluation, leadership involvement, and systematic follow-up that supports improved service quality and academic relevance of the library.

This study contributes theoretically by expanding the application of clinical supervision in the management of Islamic higher education libraries. Practically, this study produces a systematic supervision model that can be used to improve the quality of collections, services, and library productivity. The results also serve as a reference for evidence-based policy making. However, this study is limited to a single institution so the findings cannot yet be generalized to all university libraries. In addition, the data are still based on limited observation and interviews without in-depth quantitative analysis. The limited duration of supervision also restricts the depth of evaluation of long-term impacts.

Future research is recommended to use a mixed-methods approach to measure the impact of clinical supervision both quantitatively and qualitatively. Comparative studies across universities are also needed to strengthen the generalizability of the model. In addition, further research may explore the effect of supervision on user satisfaction and library service effectiveness. Clinical supervision has been proven to be effective in increasing the productivity of the STIBA Ar-Raayah library through structured evaluation, collection enhancement, and continuous follow-up that supports sustainable improvement in academic service quality.

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AUTHORS' CONTRIBUTION

- Author 1 : Conceptualization, research design, data collection, data analysis, interpretation of findings, manuscript drafting, and corresponding author.
- Author 2 : Methodology development, supervision of the research process, critical review of the manuscript, and validation of research findings.
- Author 3 : Literature review, data collection, documentation, data organization, and manuscript editing.
- Author 4 : Data analysis, interpretation of results, visualization of research findings, and manuscript revision.
- Author 5 : Proofreading, language editing, reference management, final manuscript preparation, and administrative support.

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